

Български

Bulgarian

Language Guide

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Bulgarian 1.2

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Bulgarian Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.



MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activities is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activities in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, “How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?”

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.

To do this as a language-learning missionary:

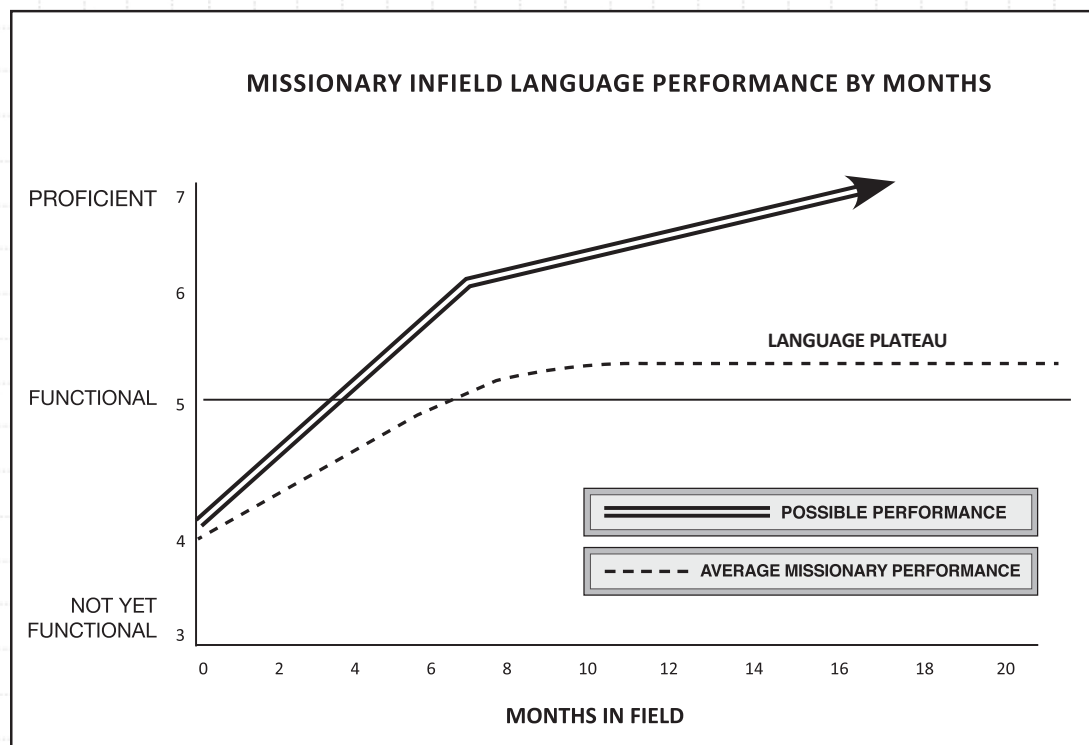
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



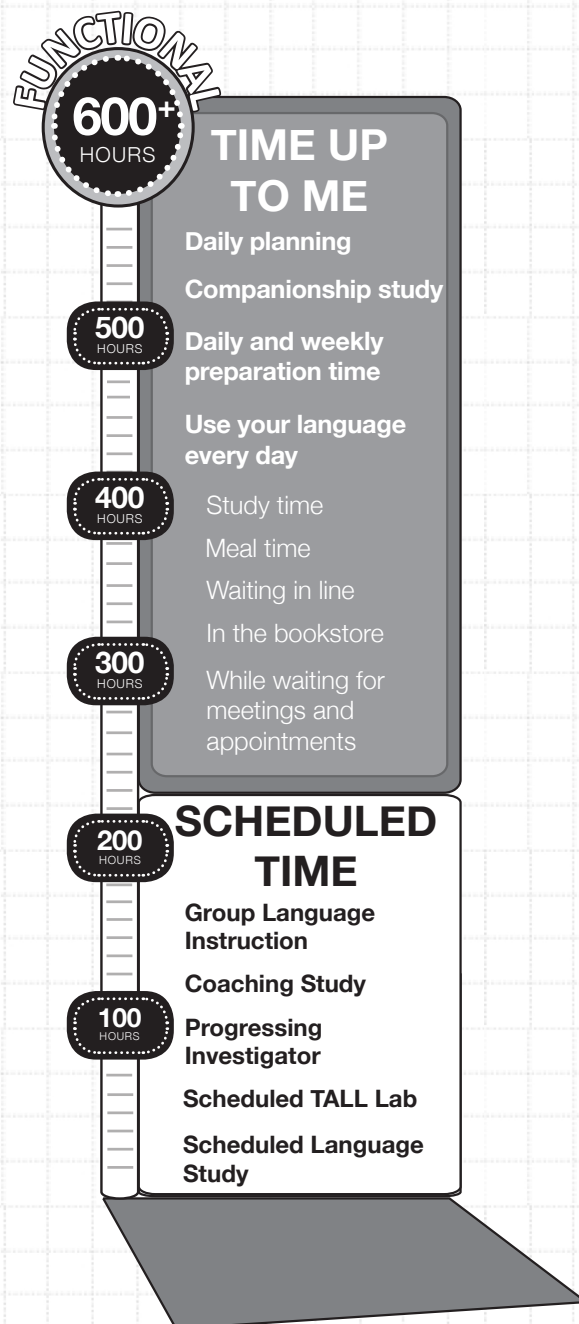
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel*.

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. “Don’t be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people” (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL **YOU** REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but “do not stop improving your language skills once people begin to understand you” (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities (*Preach My Gospel*, 128). A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to “speak from the heart in [my] own terms... speak out of [my] own conviction” (*Preach My Gospel*, 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines “with clarity and power” (*Preach My Gospel*, p. 20).
- Be able to “expound the scriptures when [I] teach” (*Preach My Gospel*, p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:

1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

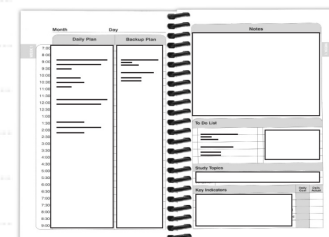
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where, and how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My LANGUAGE Study Plan

THIS WEEK'S GOALS: [WHAT]

- MEMORIZE & USE ALL NEW GRAMMAR
- LEARN 100 MORE WORDS
- LEARN 40 MORE PHRASES
- MEMORIZE 5 SCRIPTURES
- SYL 12 HOURS EACH DAY
- READ A CHAPTER/DAY IN THE BOOK OF MORMON

STUDY PLANS: [HOW]

- USE EVERY MOMENT WELL
- USE THE STUDY IDEAS FROM OUR TEACHER [HOW TO MEMORIZE, HOW TO PRONOUNCE] AFTER EACH LESSON
- ASK TEACHER FOR THINGS TO IMPROVE [SAY DIFFERENTLY] AFTER EACH LESSON
- CHOOSE SCRIPTURES, WORDS, & PHRASES FROM WHAT OUR INVESTIGATOR NEEDS
- DAILY LEARN RATE: 15 WORDS, 6 PHRASES, 1 SCRIPTURE. READ BOOK OF MORMON & STUDY GRAMMAR AFTER THAT. SYL ALL THE TIME.
- MEMORIZING SCRIPTURES: STUDY THEM IN ENGLISH DURING PERSONAL STUDY. START LEARNING THEM IN THE LANGUAGE DURING LANGUAGE STUDY. PRACTICE THEM WALKING TO MEALS & WHEN WAITING.
- WORDS & PHRASES: START PICKING THEM DURING COMPANION STUDY. FINISH CHOOSING & FIGURING THEM OUT DURING LANGUAGE STUDY & TALL. REVIEW & GET THEM DOWN DURING MEALS & OTHER SLOW TIMES.
- GRAMMAR: STUDY IT DURING LANGUAGE STUDY & TALL. HAVE COMPANION QUIZ ME ON IT 3X THIS WEEK.
- SYL: TRY REALLY HARD TO SAY THINGS. LOOK THINGS UP & FIND OUT HOW TO SAY THEM. THEN SAY THEM. FIX ALOT OF MISTAKES (80 PER 20+/DAY). TRY TO SYL THROUGH EVERY MEAL. MAYBE ALL DAY SUNDAY TOO.

INVESTIGATOR: [WHY]

- IF I STUDY HARD & USE THE LANGUAGE ALL THE TIME, I'LL SPEAK BETTER WHEN I TEACH.
- IF I WORK HARD & AM WORTHY, I CAN PRAY FOR THE GIFT OF TONGUES & I WILL RECEIVE IT. I MUST ASK FOR IT IN PRAYER.
- REVIEW PLAN, ESPECIALLY LONG TERM GOALS EVERY DAY. KEEP FOCUSED ON PREACHING TO THE PEOPLE WITH POWER!
- STUDY PREACH MY GOSPEL & SCRIPTURES ABOUT MY PURPOSE, CULTURE, & THE GIFT OF TONGUES.
- PRAY CONSTANTLY ABOUT THE PEOPLE IN MY MISSION.

What do you see in these sample plans that you hadn't considered?

Month JANUARY Day 15 TUESDAY

	Daily Plan	Backup Plan
7:00	BREAKFAST/ADD. STUDY	SYL
8:00	PROGRESSING INV.	LISTEN FOR WORDS & LOOK THEM UP
9:00	FUNDAMENTAL - ROLE OF HOLY GHOST	
9:30		
10:00		
10:30	COACHING, MISSIONARY ST.	ERROR CORRECTION & SUGGESTIONS
11:00	PERSONAL STUDY	
11:30		
12:00	LUNCH SYL	
12:30		
1:00	LANGUAGE STUDY	
1:30		
2:00	CLASS - Comp. Study	PRACTICE FOR TRC (GRAMMAR CORRECTION)
2:30		
3:00	TRC - RESTORATION	USE WHAT I STUDIED
3:30		
4:00	COACH. MISSIONARY STUDY	
4:30		
5:00	DINNER [MEMORIZE WHILE IN LINE]	
5:30		
6:00	GYM	
6:30		
7:00		
7:30	TALL - MTC CORE GRAMMAR	
8:00		
8:30	ADDITIONAL STUDY	Comp. LANGUAGE QUIZ EVAL. GOALS, PLAN LANGUAGE FOR TOMORROW
9:00	DAILY PLANNING	

[WHEN]

Notes

New Words

MOLITVA
BOGI
VJERA

To Do List

CORRECT 20+ ERRORS	
MEMORIZE: 1 SCRIPTURE, 15 WORDS, & 6 PHRASES	

Study Topics

Personal	
Companion	
Key Indicators	Daily Goal Daily Actual
Lessons taught to investigators with a member present	
Other lessons taught	
Referrals	Received Contacted
New Investigators	

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
<u>Weekly Plans</u>	Make Weekly language study plan	Teach John "The Restoration"	TRC teaching a volunteer	Follow-up visit with Krista	Follow-up visit with John	Teach Krista "The Plan of Salvation"	Teach John "The Plan of Salvation"
		<u>My Plan:</u> 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	<u>My Plan:</u> 1. Get to know volunteer. 2. Share a simple overview of The Restoration.	<u>My Plan:</u> 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	<u>My Plan:</u> 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	<u>My Plan:</u> 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	<u>My Plan:</u> 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

What else would you want to include in your language study plan?

Monday:

- a.) Teach John how to pray
 - i.) Study "The Restoration" pamphlet "How can I know?" in the language.
 - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
 - (2.) Practice teaching the "How do I pray?" steps in my own words. (10 minutes)
 - ii.) Study command form for giving directions about how to pray.
 - (1.) Conjugate 5 verbs in the command form. (7 minutes)
 - (2.) Say all my commands in the mission language all day.
 - iii.) Practice with my companion, get feedback, and repractice. (8 minutes)
- b.) Invite him to read the Book of Mormon and pray about it.
 - i.) Study the grammar materials to extend, "Will you..." questions (5 minutes)
 - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
 - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
 - ii.) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
 - iii.) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

- ▷ Finish all grammar lessons before leaving MTC
- ▷ 2,000 words, 500 phrases by 6 months
- ▷ Speak fluently by 12 months

ACTIVITY: LANGUAGE STUDY PLANS

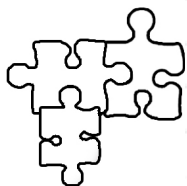
- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.





STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.



STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.



STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2

NEW
VOCABULARY

3

NEW
VOCABULARY

4

NEW
VOCABULARY

5

NEW
VOCABULARY

6

NEW
VOCABULARY

7

NEW
VOCABULARY

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR

Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activity based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

Tener (Common Expressions) (Spanish for Missionaries, p. 25)

Tengo

I have (am)

mucho

very

miedo

afraid of

a los perros

dogs

tengo

(I) have

tenemos

(we) have

mucho(a)

very

miedo a/de

afraid (of)

hablar a las personas

of talking to people

Si,

Yes,

tienes

(you) have

tenéis

(you all) have

poco (a)

a little

ganas de

to feel like doing something

ser rechazado

of being rejected

No,

No,

tiene

(you) have

tienen

(you all) have

diecinueve años

nineteen years (old)

estar en esta área

of being in this area

¿Por qué

Why

tiene

(he/she) has

tienen

(they) have

sueño

to be sleepy (tired)

ser un misionero

of being a missionary

Porque

Because

hambre

hungry

sed

thirsty

predicar el evangelio

of preaching the gospel

calor

hot

frio

cold

frio

cold

¿Tiene mucho sueño?

Are you very sleepy?

Si, tengo mucho sueño.

Yes, I am very sleepy.

No, no tengo sueño.

No, I am not sleepy.

¿Cuántos años tiene?

How old are you?

Tengo diecinueve años.

I am nineteen years old.

1. When negating, the "no" goes between the subject and the verb. El no tiene miedo a los perros.

2. When using "cuánto" to ask a question, the noun comes before the verb. ¿Cuántos años tiene?

Function: Asking about and expressing a state of being

Context: Helping your companion on the first day of his/her mission

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Application Activity

Scenario

The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will badly be hungry and tired.

Practice:

Missionary A.

You will take the role of the trainer. Ask the missionary about the following:

— If he/she is hungry, tired, cold, etc.

— How old he/she is

— If he/she is afraid of anything

Missionary B.

You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example

Missionary: ¿Tiene hambre?

New Missionary: Si, tengo hambre.

Re-practice:

You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A.

You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:

— If the missionary is afraid of something

— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")

— If the missionary feels confident

Missionary B.

Use the board display as a guide to answer missionary A accordingly.

Example

Missionary Leader: ¿Tiene miedo de hablar a la gente?

Missionary: No, tengo miedo de ser rechazado.

Additional Contexts

• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening

Productive Skill: Speaking

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NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

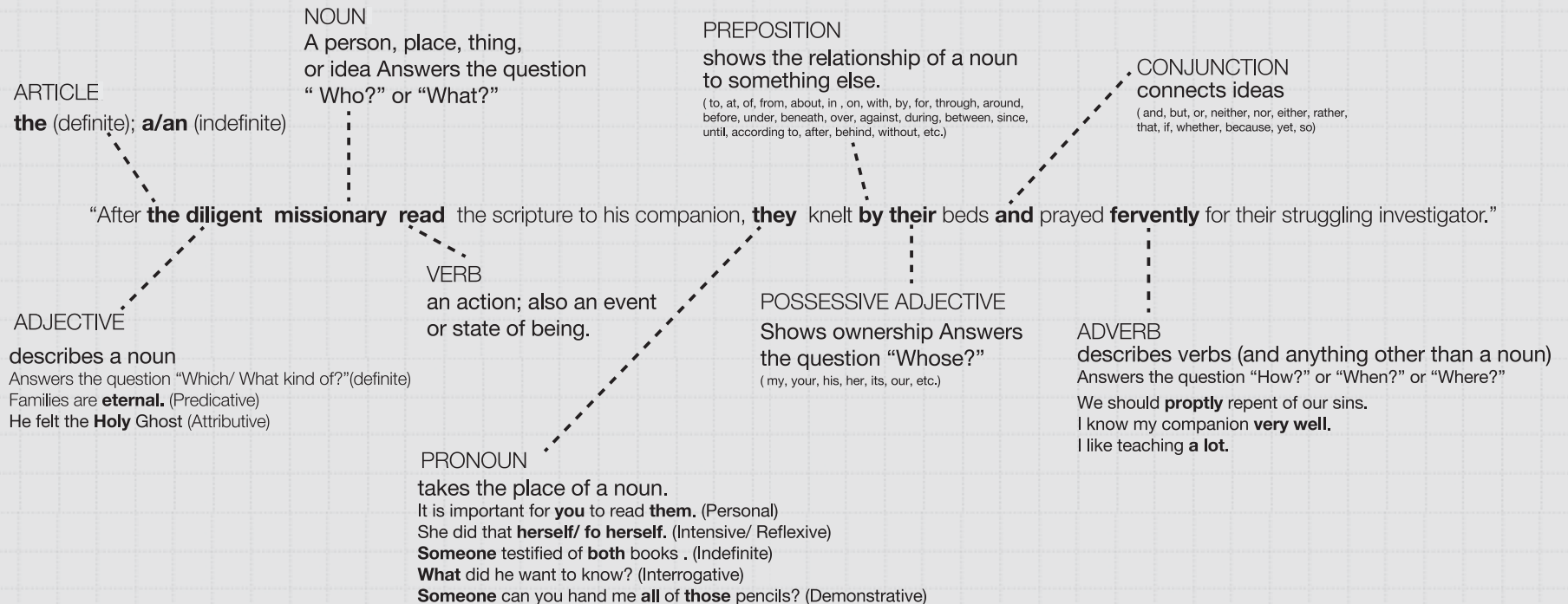
FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication. The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are “the dilligent missionary” and “they.”

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is “the scripture.”

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is “his companion.”

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include “by their beds” and “for their struggling investigator.”

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus is kind. (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being

Asking about and expressing possession or ownership

Asking about and describing objects, people, and their characteristics

Asking about and expressing desire, need, preference, ability, intention, or purpose

Asking about and describing actions and events

Asking and answering questions of contrasting attitudes, emotions, and feelings

Asking and answering questions of time, date, and location

Asking and answering questions of quality, quantity, number, and sequence

Asking and answering questions of cause and effect

Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Common Classroom Phrases and Numbers

Questions (Въпроси)
Как се казва....? How do you say.....?
Как се пише....? How do you spell.....?
Какво означава....? What does _____ mean?
Как се произнася.....? How do you pronounce.....?
Има(ш/те) ли въпрос? Do you have a question?
Къде се намира....? Where is.....?

Phrases (фрази)
Стан(и/ете)! Stand up!
Седн(и/ете)! Sit down
Повтор(и/ете) Repeat
Влез(те)! Come in!
Много добре Very good

Phrases (фрази)
Имам въпрос. I have a question.
Не разбирам I don't understand.
Моля Please
Благодаря Thank you
Моля You're welcome
тоалетна bathroom
вода water
Да Yes
Не No

Numbers	
1	едно
2	две
3	три
4	четири
5	пет
6	шест
7	седем
8	осем
9	девет
10	десет
11	единайсет
12	дванайсет
13	тринайсет
14	четиринайсет
15	петнайсет
16	шестнайсет
17	седемнайсет
18	осемнайсет
19	деветнайсет
20	двайсет

Numbers	
21	двайсет и едно
22	двайсет и две
23	двайсет и три
24	двайсет и четири
25	двайсет и пет
26	двайсет и шест
27	двайсет и седем
28	двайсет и осем
29	двайсет и девет
30	трийсет
40	четирийсет
50	петдесет
60	шестдесет
70	седемдесет
80	осемдесет
90	деветдесет
100	сто
101	сто и едно
200	двеста
300	триста
1000	хиляда
1830	хиляда осемстотин и трийсет

Part of Speech	Definition	Example
Subject (подлог)	Who is doing the action. You can usually find the subject if you ask “who or what ‘verbs’ or ‘verbed’?”.	<u>Джозеф Смит</u> се моли. Joseph Smith prayed.
Verb (глагол)	An action word. This describes the action or state of being. Verbs have tenses, such as past, present, and future.	Джозеф Смит <u>се моли</u> . Joseph Smith <u>prayed</u> .
Noun (съществително име)	A person, place, or thing. These can also be (and commonly are) the subject of a sentence.	<u>Исус Христос</u> е съвършен. <u>Jesus Christ</u> is perfect.
Adjective (прилагателно име)	Describes a noun (person, place, or thing).	<u>Исус Христос</u> е <u>съвършен</u> . Jesus Christ is <u>perfect</u> .
Preposition (предлог)	Shows the noun’s relationship to another word in the sentence. A good basic rule to follow is any word that fills in the blank ‘_____ box’. (<i>toward</i> the box, <i>in</i> the box, <i>through</i> the box, etc.).	Аз съм <u>от</u> България. I am <u>from</u> Bulgaria
Adverb (наречие)	Describes the verb. In English, these usually end with -ly.	Те се молиха <u>вярно</u> . They prayed <u>faithfully</u> .
Pronoun (местоимение)	A word that takes the place of a noun. In the sentence “James taught Lesson 3”, ‘James’ can be replaced with ‘he’. Common pronouns are he, she, it, them, someone, everyone....etc.	Христос е спасителят. <u>Той</u> е спасителят. Christ is the Savior <u>He</u> is the Savior.
Object (допълнение)	Who or what is being acted upon by the subject of the sentence. In Bulgarian, there are 2 different kinds of Objects: Direct and Indirect. <i>Direct Object Pronouns (DOP)</i> are who or what is being ‘verbed’. <i>Indirect Object Pronouns (IOP)</i> can usually be identified by asking ‘for/to whom?’.	<i>DOP:</i> Яков учи <u>Урок 3</u> . James taught <u>Lesson 3</u> .
		<i>IOP:</i> Мария се моли <u>на Бог</u> . Maria prays <u>to God</u> .

Meet Someone (Да се запозная със някого)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Personal Pronouns

Аз I	Ние We
Ти You (singular/informal)	Вие You all (plural/formal)
Той/Тя/То He/She/It	Те They

Nouns

мисионер(ка)	<i>missionary</i>
колега/колежка	<i>companion</i>
име	<i>name</i>
представител	<i>representative</i>
Исус Христос	<i>Jesus Christ</i>
Щати(те)	<i>(the) States</i>
църква	<i>church</i>

Verbs

съм	<i>to be</i>
отивам / отида	<i>to go</i>

Prepositions

от	<i>of/from</i>
на	<i>to/on</i>

Question Words

Как?	<i>How?</i>
Какво?	<i>What?</i>
Кой?	<i>Who?/Which?</i>
Колко?	<i>How many?</i>
Кога?	<i>When?</i>
Защо?	<i>Why?</i>
Къде?	<i>Where?</i>

Review:

Practice meeting others in your district. Switch off being a missionary and an investigator to practice for your lesson with your progressing investigator.

Grammar Help:

Notice that each column is marked with the part of speech that correlates with the words below (verb, preposition, etc.). Pay attention to the patterns you see in the positioning of these words (both in sentences and in questions) as you start learning Bulgarian.

Additional Practice:

Meet 3 new people that are in your district. Introduce yourself, and get to know them. Practice using the words and phrases you learned in class today.

Meet Someone (да се запозная със някого)

Здравейте! Hello!
Добро утро Good morning
Добър ден Good afternoon
Добър вечер Good evening/night
Как си? How are you? (singular/informal)
Как сте? How are you? (plural/formal)
Как върви? How's it going?

Subject*	Verb	Adjective	Other
Аз I	съм am	Старейшина / Сестра ____ Elder / Sister____	на Исус Христос of Jesus Christ
Той He	е is	мисионер(ка/и) missionary(feminine/plural)	
Тя She		моят колега / моята колежка my companion	
Ние We	сме are	представител(и) representative(s)	

Question Word	Verb
Как How	се казвате? are you called?

Subject	Verb	Name
Аз I	се казвам am called	Старейшина / Сестра____ Elder / Sister____
Той He	се казва is called	
Тя She		

Приятно ми е! It is nice to meet you!
И на мене! For me too!
До скоро! See you later!
Довиждане Goodbye

Preposition	Question Word	Verb
На To От From	къде where	отиваш? are you going?
		си? are you?
		отивате? are you all going?
		сте? are you all?

Subject	Verb	Preposition	Place
Аз I	съм am	от from	Юта Utah
	отивам am going		Щати(те) (the) States
Ние We	сме are	на to	България Bulgaria
	отиваме are going		Македония Macedonia

*For any grammar terms you don't know (subject, verb, preposition, etc.), refer to page 21 of this book.

Give a Simple Overview (да дам прост преглед)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Бог	<i>God</i>
молитва	<i>prayer</i>
Свет(ият) дух	<i>(the) Holy Ghost</i>
семейство	<i>family</i>
писания(та)	<i>(the) scriptures</i>
пророк(ът)	<i>(the) prophet</i>
Книга(та) на Мормон	<i>(the) Book of Mormon</i>
Спасител(ят)	<i>(the) Savior</i>
Небесен Отец	<i>Heavenly Father</i>
свидетел	<i>witness</i>
дете, деца	<i>child, children</i>

Prepositions	
във (в)	<i>in</i>
от	<i>from</i>

Adjectives	
важен	<i>important</i>
специален	<i>special</i>
любящ	<i>loving</i>
мощен	<i>powerful</i>
истинен	<i>true</i>
свещен	<i>sacred</i>

Conjunctions	
че	<i>that</i>

Verbs	
съм	<i>to be</i>
вярвам	<i>to believe</i>
помагам / помогна	<i>to help</i>
благославям/благословя	<i>to bless</i>
обичам	<i>to love</i>

Possessive Pronouns

Мой My	Наш Our
Твой Your (singular, informal)	Ваш Your (plural, formal)
Негов/Нейн/Негов His/Her/its/Your (formal)	Техен Their/Your (plural, formal)

Review:

Practice teaching your companion a brief summary of Lesson 1. Try to create at least 1 sentence for each of the 8 headings of Lesson 1.

Grammar Help:

Notice that each column is marked with the part of speech that coorelates with the words below (verb, preposition, etc.). Pay attention to the patterns you see in the positioning of these words (both in sentences and in questions) as you start learning Bulgarian. See page 21 of this book for any grammar terms you are unfamiliar with.

Give a Simple Overview (да дам прост преглед)

Subject	Verb	Pronoun	Adjective	Question	
Бог God Исус Христос Jesus Crist Молитва Prayer Свет(ият) Дух The Holy Ghost	е is	мойт / моята my твоят / твоята your нашият / нашата our	Небесен Отец Heavenly Father Спасител Savior връзка с Бог connection with God любящ(а/о/и) loving важен(на/но/ни) important свидетел(и) на Бог witnesses of God специален(на/но/ни) special	ли	е? is?
Семейства Families Писания(та) (The) scriptures Пророци Prophets	са are				са? are?
Вие You-all	сте are		деца на Бог children of God		сте? are?

Question Word	Verb	Object
Кой / Кои Who Какво What	е is	Бог? God? Джозеф Смит? Joseph Smith? Свет(ия) Дух? (the) Holy Ghost? молитва? prayer? важно за тебе? important to you?
		пророци(те)? (the) prophets? писания(та)? (the) scriptures?

option 1

Subject	Verb	Question	Linking word
Аз I	вярвам believe	ли?	в in +
Ние We	вярваме believe		
Ти You	вярваш believe		че that
Вие You-all	вярвате believe		

Object
Бог God молитва prayer + Книгата на Мормон the Book of Mormon Исус Христос Jesus Christ

option 2

Pronoun	Verb
ме me	обича loves
те / ви you/you-all	благославя blesses
ни us	помага helps

option 3

Offer a Prayer (да отправя молитва)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Direct Object Pronouns

ме me	ни us
те you (singular/informal)	ви you (plural/formal)
го / я / го him / her / it	ги them

Indirect Object Pronouns

ми to me	ни to us
ти to you (singular/informal)	ви to you (plural/formal)
му / ѝ / му to him / her / it	им to them

Adjectives

скъп	dear
------	------

Prepositions

за	for, about
със (с)	with
на	to, on, of

Nouns

евангелие(то)	(the) Gospel
призвание	call
мир	peace
утеха	comfort
дар(ът) на езици	the gift of tongues
търпение	patience
промяна	change
сърце	heart

Verbs

моля	to ask for (a favor)
моля се	to pray
благославям/ благословя	to bless

Review:

Using past vocab and patterns you have learned, practice explaining what prayer is and praying with your companion. Switch off being the missionary and investigator.

Grammar Help:

You might have noticed that there are two different sets of object pronouns. You will learn the difference between these object pronouns later on.

Additional Practice:

Pray in Bulgarian at least twice a day individually and as a companionship.

Offer a Prayer (да отправя молитва)

1. Address Heavenly Father	
Adjective	Name
Скъпи Dear	Небесни Отче Heavenly Father

2. Give Thanks				
Subject + Verb	Object Pronoun	Preposition	Pronoun	Object
Благодаря I thank	Ти thee	за for	моето my	семе́йство family
Благодарим We thank			наше́то our	при́зование call
			МОЯТ / МОЯТА my	ева́нгелие(то) (the) Gospel
				коле́га / коле́жка companion

3. Ask for Blessings						
Petition	Connector	Object Pronoun		Verb	(name)**	Preposition
Моля те I ask Thee	да to	ме	ни	благослови́ш bless	Иван Ivan	със with
		те	ви		Брат _____ Brother _____	
Молим те We ask Thee		го / я	ги			
		ми	ни	помогне́ш на help	Сестра _____ Sister _____	
		ти	ви			
		му / ѝ	им			

4. End Prayer
В името на Исус Христос, Амин. In the name of Jesus Christ, Amen.

** When talking about someone else, you can use both the Object Pronoun and the person's name(s), or just use either their name or the pronoun. Either option is correct.

Testify (да свидетелствам)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
вяра	<i>faith</i>
покаяние	<i>repentance</i>
кръщение	<i>baptism</i>
Единение(то)	<i>(the) Atonement</i>
благословия	<i>blessing</i>
надежда	<i>hope</i>
щастие	<i>happiness</i>
грях	<i>sin</i>
свидетелство	<i>testimony</i>
знание	<i>knowledge</i>

Adjectives	
истин(ен/на/но/ни)	<i>true</i>
възстановен(а/о/и)	<i>restored</i>
любящ(а/о/и)	<i>loving</i>
чист(а/о/и)	<i>clean</i>

Verbs	
знам	<i>to know</i>
свидетелствам	<i>to testify</i>
предлагам / предложа	<i>to offer</i>
живея	<i>to live</i>
мога	<i>to be able to / can</i>
имам	<i>to have</i>
преодолявам/ преодолея	<i>to overcome</i>
чувствам	<i>to feel</i>
връщам се / върна се	<i>to return</i>
намирам / намеря	<i>to find</i>
следвам	<i>to follow</i>
подчинявам се/ подчиня се	<i>to obey</i>
жертвам	<i>to sacrifice</i>
помагам / помогна	<i>to help</i>

Prepositions	
чрез	<i>through</i>
заради	<i>because of</i>

Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the Atonement has helped you in your life.

Grammar Help:

There is no infinitive verb in Bulgarian. Each verb must be conjugated to the appropriate individual

Additional Practice:

Before your next lesson, bear testimony to at least 3 different people using the phrases and vocab you learned in this task.

Testify (да свидетелствам)

Subject	Verb	Conjunction
Аз I	знам know	че... that...
	свидетелствам testify	
Question		
Защо Why	вярваш you believe	
Как How	знаеш you know	

Subject	Verb	Other
Исус Христос Jesus Christ		спасител(я) (the) Savior
Книгата на Мормон The Book of Mormon	е is	истинен(на/но) true
Евангелие(то) (The) Gospel	ще бъде will be	благословия за мен/теб a blessing for me/you
Единение(то) (The) Atonement	беше was	възстановен(а/о) restored
Молитва Prayer	е бил(а/о) has been	важен(на/но) в живота ми important in my life
Джозеф Смит Joseph Smith		пророк на Бог a prophet of God

Preposition	Object
Чрез Through	вяра, faith,
Заради Because of	покаяние, repentance,
	Дух(а), (the) Spirit,

Conjugated Verb	Connector	Conjugated Verb		Object
мога можеш може to can	да TO	имам имаш има	имаме имате имат	вечен живот eternal life
		to have		грях sin
		преодолея преодолееш преодолее	преодолеем преодолеете преодолеят	на Бог to God
		to overcome		щастие happiness
		чувствам чувстваш чувства	чувстваме чувствате чувстват	предизвикателства challenges
		to feel		радост joy
		се върна се върнеш се върне	се върнем се върнете се върнат	
		to return		

Extend an Invitation (да отправя покана)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
отговор	<i>answer</i>
любов	<i>love</i>
послание	<i>message</i>
истинност	<i>truthfulness</i>
пример	<i>example</i>
чувства	<i>feelings</i>
важност	<i>importance</i>
намерение	<i>intention</i>

Adverbs	
седмично	<i>weekly</i>
дневно	<i>daily</i>
довечера	<i>tonight</i>
тази седмица	<i>this week</i>
искрено	<i>sincerely</i>
всеки ден	<i>each day</i>
вярно	<i>faithfully</i>

Verbs	
посещавам/ посетя	<i>to attend</i>
търся	<i>to look for</i>
получавам/ получа	<i>to receive</i>
намирам/ намеря	<i>to find</i>
мисля	<i>to think</i>
уча	<i>to learn</i>
следвам	<i>to follow</i>
разбирам/ разбира	<i>to understand</i>

Prepositions	
за	<i>for, about</i>

Review:

Practice different invitations with your companion. Focus on extending invitations that will help your investigator come closer to Christ and that help prepare them for baptism.

Grammar Help:

Notice the pattern in the verbs for future tense.

ще + present tense

Additional Practice:

Plan out with your companion which invitations you will extend to your investigator during your next visit with them. Then practice these invitations with another companionship. Together, practice the commitment pattern of extending an invitation, promising blessings, and following-up.

Extend an Invitation (да отправя покана)

Extend an Invitation				
Future	Verb	Question	Preposition	Object
Ще Will	се молиш(те) you (all) pray	ли?	със with	истинско намерение real intent
	четеш(те) you (all) read			Книгата на Мормон the Book of Mormon
	следваш(те) you (all) follow		за about	пример(а) на Исус Христос (the) example of Jesus Christ
	посещаваш(те) you (all) attend			църква church
	търсиш(те) (all) you look for			подтиците на Духа the feelings of the Spirit

Adverbs
седмично? weekly?
искрено? sincerely?
дневно? daily?
довечера? tonight?

Ако...
If...

Promise Blessings			
Future	Verb	Adjective Phrase	Object
ще will	чувстваш(те) You (all) feel	важността на the importance of	Книгата на Мормон the Book of Mormon
	получиш(те) You (all) receive		отговор от Бог an answer from God
	намериш(те) You (all) find	истиността на the truthfulness of	любовта божия the love of God
	разбереш(те) You (all) understand		нашето послание our message

Follow-Up		
Verb (Past Tense)	Preposition	Object
Моли(хте) ли се Did you (all) pray	за about	Джозеф Смит? Joseph Smith?
Чете(охте) ли Did you (all) read		Книгата на Мормон? the Book of Mormon?
Следва(хте) ли Did you (all) follow		отговор? an answer?
Посети(хте) ли Did you (all) attend		църква church?

Follow-Up	
Question Word	Verb (Past Tense)
Какво What	чувства(хте) did you (all) feel?
	учи(хте) did you (all) learn?
Как How	мисли(хте) did you (all) think?

Share an Scripture (да споделя стих)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Demonstrative Pronouns

този (M)	Онзи (M)
тази (F)	Онази (F)
това (N)	Онова (N)
This	That
Тези (P)	Онези (P)
These	Those

Verbs	
споделям/споделя	<i>to share</i>
обичам	<i>to like</i>
отговарям/отговоря	<i>to answer</i>
уча	<i>to teach</i>
показвам/покажа	<i>to show</i>
обяснявам/обясня	<i>to explain</i>
говоря	<i>to speak/talk</i>
трябва	<i>should/to need</i>
правя	<i>to do/make</i>
развивам/развия	<i>to develop</i>
има	<i>there is/are</i>

Review:

Practice sharing and teaching about your favorite scripture passage in the Book of Mormon.

Grammar Help:

You will notice there are multiple words for “this” and “that” in Bulgarian. We will discuss how to properly genderize these later.

Nouns	
стих	<i>verse</i>
глава	<i>chapter</i>
съмнение	<i>doubt</i>
въпрос	<i>question</i>
страница	<i>page</i>
номер	<i>number</i>
история	<i>story/history</i>
подчинение	<i>obedience</i>
впоследствия	<i>effects</i>
милосърдие	<i>charity</i>

Other	
за да (verb)	<i>in order to _____</i>
тук	<i>here</i>
като	<i>like, as</i>

Extra Mile Phrases

Subject	Verb	Comparison	Subject
Вяра Faith	е is	като like	семе a seed
Ти You	си are		Капитан Мороний Captain Moroni

Additional Practice:

Find 3 different scriptures about faith that you could share in a lesson with an investigator. Prepare to share these scriptures by practicing these phrases. Practice introducing the scripture, helping the investigator to understand the scripture, and asking questions about their understanding.

Share a Scripture (да споделя стих)

Subject/Verb	Connector	Verb (infinitive)	Object	Link	Article + noun
Искам I want	да to	споделя to share чета to read	стих a verse пасаж a passage глава a chapter	за about който отговаря на that answers	вяра faith твоя въпрос your question твоео съмнение your doubt
Има There is/are					

Question	Verb (Conj.)	Preposition	Object
Кой Who	учи teaches	в in за about	този стих this verse?
Какво What	говори talks		
	разбираш do you understand		

Question Phrase	Chapter #	Book		Please
Може ли да четеш Could you read	глава ____ chapter ____	във книгата на ____ in the book of ____		моля? please?
Ще четеш ли Will you read	стих ____ verse ____	Preposition	#	
	страница ____ page ____	до to/through	(number) ____	

Demonstrative Pronoun	Noun	Verb + OP	Conjunction	Object
Този / Тази This	стих verse	ни учи teaches us	за about	вяра във Исус Христос faith in Jesus Christ
	история story	ни показва shows us		подчинение obedience
Тук, Here,	Алма Alma	обяснява explain(s)		последствията на греха the effects of sin

Question	Verb (Conj.)	Connector	Verb (Conj.)	Noun Phrase
Защо Why	трябва should we	да to	сме to be (we)	като Христос? like Christ?
Какво What			развиваме to develop (we)	милосърдие? charity?
Как How	можем can we		правим to do (we)	за да имаме (____)? in order to have (<i>noun</i>)?

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Библия(та)	<i>(the) Bible</i>
тийнейджър	<i>teenager</i>
искреност	<i>sincerity</i>
истина(та)	<i>(the) truth</i>
сърце(то)	<i>(the) heart</i>
мир	<i>peace</i>
преживяване	<i>experience</i>
години	<i>years</i>

Time	
преди да	<i>before (verb)</i>
след като	<i>after (verb)</i>
Когато	<i>when</i>
Докато	<i>while</i>
в крайна сметка	<i>eventually</i>
със време	<i>with time</i>
накрая	<i>finally</i>

Verbs	
уча	<i>to learn</i>
изучавам/изуча	<i>to study</i>
посещавам/посетя	<i>to attend</i>
знам	<i>to know</i>
виждам/видя	<i>to see</i>
получавам/получа	<i>to receive</i>
идвам/дойда	<i>to come</i>
решавам/реша	<i>to decide</i>
разбирам/разбера	<i>to understand</i>
чета	<i>to read</i>
моля се	<i>to pray</i>

Review:

Practice sharing the Joseph Smith story with your companion. Try to use different words and phrases.

Grammar Help:

In Bulgarian, there are two different types of past tense: perfective and imperfective. In most cases, the perfective will be used. Notice here how they are used in different contexts. You will learn more about these later on.

Additional Practice:

Share a personal experience with someone in your district about how you gained a testimony of a principle of the Gospel.

Share An Experience (да споделя преживяване)

Sequencing of Events		
Adverb	Verb (Present)	Noun
Преди да Before	чета / чете reading	Книгата на Мормон the Book of Mormon
	се моля / се моли praying	
	имам / има having	
Adverb	Verb (Past)	на Бог to God свидетелство a testimony
След като After	четох / чете reading	
	се молих / се моли praying	
	имах / имаше having	

Ask others about their experiences		
Question Word	Verb	Conjunction
Как How	се чувства you felt	когато... when....

+

Narrate the order of events		
Subject	Verb (Perfective)	Noun
Аз / Той, Тя, Ти I / He, She, You Джозеф Смит Joseph Smith	четох / чете read	Библията the Bible
	видях / видя saw	Бог и Исус Христос God and Jesus Christ
	се молих / се моли prayed	със искреност with sincerity
	получих / получи received	свидетелство a testimony
	чувствах / чувства felt	мир във сърцето ми/му peace in my/his heart

Give background information and set the scene of the experience			
Conjunction	Subject	Verb (Imperfect*)	Object
Когато When Докато While	Аз I Джозеф Смит Joseph Smith Семейството ми My family	имах / имаше had	въпрос a question
		живеех / живееше lived	във Ню Йорк in New York
		бях / беше was	на __ години __ years old
		четях / четеше read	младеж a youth
		изучавах / изучаваше studied	Библията the Bible
		посещавах / посещаваше attended	църква church
			Verb (Conj.)
		исках / искаше wanted	да знам / да знае to know
			да разбирам / да разбира understand

*Imperfect tense can also mean 'was verb-ing'- i.e. was living, was reading, etc...

To Be – “Present and Past”

Да,
Yes,
Не,
No
Защо?
Why?
Защото...
Because...
Как?
How?

Аз <i>I</i>		съм <i>am</i>		мисионер(ка). <i>missionary.</i>	
				* Мисионер(ка) <i>Missionary</i>	съм. <i>(I) am.</i>
Аз <i>I</i>	Ние <i>We</i>	не <i>not</i>	съм <i>am</i>	сме <i>are</i>	ли <i>?</i>
Ти <i>You (sing.)</i>	Вие <i>You (pl.)</i>		си <i>are (sing.)</i>	сте <i>are (pl.)</i>	си <i>are (sing.)</i>
Той/Тя/То <i>He / She / It</i>	Те <i>They</i>		е <i>is</i>	са <i>are</i>	е <i>is</i>
Джозеф Смит <i>Joseph Smith</i>			бях <i>was</i>	бяхме <i>were</i>	бях <i>was</i>
Исус Христос <i>Jesus Christ</i>			беше <i>were (sing.)</i>	бяхте <i>were (pl.)</i>	беше <i>were (sing.)</i>
			беше <i>was</i>	бяха <i>were</i>	беше <i>was</i>

Q: Той, вярващ ли е?

Is he a believer?

A: Да, той е вярващ.

Yes, he is a believer.

A: Не, той не е вярващ.

No, he is not a believer.

Q: Джозеф Смит пророк ли беше?

Was Joseph Smith a prophet?

A: Да, Джозеф Смит беше пророк.

Yes, Joseph Smith was a prophet.

A: Не, Джозеф Смит не беше пророк.

No, Joseph Smith was not a prophet

Scenario

It is your first day in Bulgaria and you are contacting people at Орлов Мост. You see a man and his wife with a small child sitting on a bench and the Spirit prompts you to go and speak with them. You see a cross around the man's neck which makes you believe he may be religious, but you aren't sure. Introduce yourself to the family and find out as much about them as you can.

1. Practice: In pairs, have one missionary take the role of the man and the other take the role of the missionary. The missionary is to practice getting to know someone and using the “to be” verb to introduce himself/herself and to get to know the individual.

2. Re-practice: Switch roles and practice again.

Notes:

*When using “to be”, the sentence can be created with or without the personal pronouns (ie. I, you, they etc.). However, the “to be” words, (съм, си, са т.н.) cannot start a sentence and therefore in this case the noun or adjective will come before “to be”.

Additional Scenario(s)

You are riding on a bus out to your first area and you are sitting next to a kind woman on the bus. Although you find it difficult, you manage to strike up a conversation with her about where she is from. Get to know her by asking questions about herself.

3rd Conjugation Verbs – Present Tense

Да,
Yes,
Не,
No,
Какво...?
What...?
Как...?
How...?

Аз <i>I</i>		вярвам <i>believe</i>		в <i>in</i>	Исус Христос. <i>Jesus Christ.</i>
Аз <i>I</i>	Ние <i>We</i>	не <i>do not</i>	вярвам <i>I believe</i>	ля <i>about</i>	Бог. <i>God.</i>
Ти <i>You (sing.)</i>	Вие <i>You (pl.)</i>		вярваш <i>you believe</i>	на <i>to</i>	Църква(та). <i>(The) Church.</i>
Той/Тя/То <i>He / She / It</i>	Те <i>They</i>		вярва <i>he believes</i>	със <i>with</i>	Исус Христос. <i>Jesus Christ.</i>
Исус Христос <i>Jesus Christ</i>			показвам <i>to show</i>	за <i>for / about</i>	чудеса. <i>miracles.</i>
Пророци(те) <i>(The) prophets</i>			искам <i>to want</i>		отговори. <i>answers.</i>
Книга(та) на Мормон <i>The Book of Mormon</i>			давам <i>to give</i>		помощ <i>help.</i>
Бог <i>God</i>			помагам <i>to help</i>		проучвателите ни. <i>our investigators.</i>
			преподавам <i>to teach / instruct</i>		евангелие(то). <i>(the) gospel.</i>
			свидетелствам <i>to testify</i>		истина(та). <i>(the) truth.</i>

Q: Вие вярвате ли в Бог?

Do you believe in God?

A: Да, вярвам в Бог.

Yes, I believe in God.

A: Не, не вярвам в Бог.

No, I do not believe in God.

Q: Книгата на Мормон свидетелства ли за Исус Христос?

Does The Book of Mormon testify of Jesus Christ?

A: Да, Книгата на Мормон свидетелства за Исус Христос.

Yes, The Book of Mormon testifies of Jesus Christ.

A: Не, Книгата на Мормон не свидетелства за Исус Христос.

No, The Book of Mormon doesn't testify of Jesus Christ.

Scenario

While you are contacting in Западен Парк you meet an older woman named Светлана who becomes extremely interested in your message. While getting to know her she explains that she no longer believes in God because she doesn't think that God knows and loves her. She tells you that she wishes she could believe, but finds it very difficult based on her past experience.

1. Practice: With your companion, discuss what you can tell Светлана in order to help her understand that God truly does know and love her.

2. Re-practice: With your companion, play the role of Светлана and of the missionary. The missionary is to resolve her concerns by describing different aspects of the Godhead and ways in which they show their love for us. Switch roles and practice again.

Notes:

* This conjugation is for verbs that end in a "M". To create the stem, drop the last letter, then add the correct ending if needed.

** In Bulgarian there is no differentiation between present continuous (I am reading) and present simple (I read). The conjugation is the same for both.

Base <i>I</i>	Stem+me <i>We</i>
Stem+ш <i>You (sing.)</i>	Stem+те <i>You (pl.)</i>
Stem <i>He / She / It</i>	Base+т <i>They</i>

Additional Scenario(s)

Стефан, a man whom you have never met before, comes up to you and simply says "God does not love me." Bear your testimony and explain to him how much Heavenly Father cares for him and loves him, and what he can do to know that it is true.

2nd Conjugation Verbs – Present Tense

Да,
Yes,
Не,
No,
Какво...?
What...?
Къде...?
Where...?

Аз I		говоря speak		за for / about	Единение(то). (the) Atonement.
Аз I	Ние We	не do not	говоря I speak / talk	ли ?	Бог. God.
Ти You (sing.)	Вие You (pl.)		говориш You speak / talk	относно about	Църква(та). (the) Church.
Той/Тя/То He / She / It	Те They		говори He speaks / talks	на to	Исус Христос. Jesus Christ.
Исус Христос Jesus Christ			говорят They speak / talk	със with	хора. people.
Пророци(те) (The) prophets					отговори. answers.
**			уча to learn / teach		помощ help.
Base I	Stem+м We		се моля to pray		проучвателите ни. our investigators.
Stem+ш You (sing.)	Stem+те You (pl.)		мисля to think		евангелие(то). (the) gospel.
Stem He / She / It	Base+т They		служи to serve		истина(та). (the) truth.
			търся to search for		

Q: Говорите ли със хора за Единението? <i>Do you speak with people about the Atonement?</i> A: Да, говорим със хора за Единението. <i>Yes, we speak with people about the Atonement.</i> A: Не, не говорим със хора за Единението. <i>No, we do not speak with people about the Atonement.</i>	Търсите ли отговори? <i>Are you searching for answers?</i> Да, ние търсим отговори. <i>Yes, we are searching for answers.</i> Не, ние не търсим отговори. <i>No, we are not searching for answers.</i>
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Scenario

As you step off of the airplane into the airport, a curious woman named Надежда approaches you and begins looking at your name tag and analyzing your name strangely. Out of interest she asks who you are, where you are from, and what you are doing all the way in Bulgaria.

1. Practice: With a missionary other than your companion, practice taking turns being either Надежда or the missionary. As she asks questions, explain to her the missionary purpose and other aspects of missionary work which you will be doing in Bulgaria.

2. Re-practice:

Notes:

* This conjugation is for verbs that end in a consonant + Я and or “ОЯ”, and verbs that end in a soft consonant + А. To create the stem, drop the last letter, add an “И” to create the stem and then add the correct ending if needed.

** In Bulgarian there is no differentiation between present continuous (I am reading) and present simple (I read). The conjugation is the same for both.

Additional Scenario(s)

The Branch President has asked you to briefly give a talk in Sacrament Meeting about the purpose of a missionary. Briefly share with the congregation what is the purpose of a missionary and testify to them of the truthfulness of the gospel.

1st Conjugation Verbs – Present Tense

Да, Yes,	Искам <i>I want</i>	да <i>to</i>	чета <i>I read</i>	във <i>in</i>	Книга(та) на Мормон. <i>(the) Book of Mormon.</i>
Не, No,	Не <i>do not</i>	Искам <i>I want</i>	ли да <i>? to</i>	за <i>for / about</i>	Книга(та) на Мормон. <i>(the) Book of Mormon.</i>
Какво...? <i>What...?</i>	Обичам <i>I love</i>		четеш <i>You read</i>	относно <i>regarding / about</i>	Библия(та). <i>(the) Bible.</i>
Колко...? <i>How much...?</i>	Искаш <i>You want</i>		чете <i>he/she/it reads</i>	във <i>in</i>	заповеди(те). <i>(the) commandments.</i>
Кога...? <i>When...?</i>	Обичаш <i>You love</i>		бъда <i>to be</i>	на <i>to, on, at</i>	богослужение. <i>church service (sacrament meeting).</i>
			помогна <i>to help</i>	от <i>from</i>	кръщение. <i>baptism.</i>
			знам <i>to know</i>		църква(та). <i>(the) church.</i>
			дойда <i>to come</i>		кръстен. <i>baptized.</i>
			отида <i>to go</i>		съседи(те). <i>(the) neighbors.</i>
					всички. <i>everyone.</i>

**

Base <i>I</i>	Stem+м <i>we</i>
Stem+ш <i>you</i>	Stem+те <i>you pl.</i>
Stem <i>he/she/it</i>	Base+т <i>they</i>

Q: Обичаш ли да четеш от Библията?

Do you love to read from the Bible?

A: Да, обичам да чета от Библията.

Yes, I love to read from the Bible.

A: Не, не обичам да чета от Библията.

No, I do not love to read from the Bible.

Q: Искаш ли да дойдат на богослужение?

Do you want "them" to come to sacrament meeting?

A: Да, искам да дойдат на богослужение.

Yes, I want "them" to come to sacrament meeting.

A: Не, не искам да дойдат на богослужение.

No, I don't want "them" to come to sacrament meeting.

Scenario

As you are walking to church on Sunday in the city of Пловдив you notice a man sitting on a park bench in a contemplative mood. The spirit prompts you to go and speak to him, and you introduce yourselves to him as missionaries. He is very interested in your message and appears to want to learn more. Commit him to live different aspects of the gospel and invite him to church.

1. Practice: One missionary takes the role of the man, the other of the missionary. The missionary introduces himself to the man and asks him questions to get to know him, and commits him to live an aspect of the gospel. After practicing, switch roles and practice once again.

2. Re-practice:

Notes:

* This conjugation is for verbs which end with vowel + Я except for “ОЯ” and for verbs which end in a hard consonant + А. To create the stem you drop the last letter of the verb and replace it with “е” and then add the appropriate additional endings if needed.

** In Bulgarian there is no differentiation between present continuous (I am reading) and present simple (I read). The conjugation is the same for both.

Additional Scenario(s)

You are riding in a taxi out to the nearest village when the taxi driver takes an interest in you. Ask him questions about himself, his current situation, and what he believes. Then commit him to live a principle of the gospel that will bless his life, and share your testimony with him.

Adjectives

Да, Yes, Не, No, Какво...? What...?	Бог <i>God</i>	е <i>is</i>	любящ <i>loving</i>	Небесен Отец. <i>Heavenly Father.</i>				
	Исус Христос <i>Jesus Christ</i>	не <i>not</i>	е <i>is</i>	велик * <i>great</i>	----- <i>masculine</i>	Спасител. <i>Savior.</i>	ли <i>?</i>	е? <i>is?</i>
	Книга(та) на Мормон <i>(The) Book of Mormon</i>	са <i>are</i>	силен <i>strong</i>	-а <i>feminine</i>		книга. <i>book.</i>		са? <i>are?</i>
	План(а) на Спасение <i>(The) Plan of Salvation</i>		вечен <i>eternal</i>	-о <i>neuter</i>		пророк. <i>prophet.</i>		
	Семейства <i>Families</i>		истински <i>true</i>	-и <i>plural</i>		нещо. <i>thing.</i>		
	Библия(та) <i>(The) Bible</i>		важен <i>important</i>	**		учение. <i>teaching / doctrine.</i>		
	Евангелие(то) <i>(The) Gospel</i>		добър <i>good</i>			водач. <i>leader.</i>		
	Джозеф Смит <i>Joseph Smith</i>		свят <i>holy</i>			част от Божий План. <i>part of God's Plan.</i>		
	Пророци <i>Prophet</i>		специален <i>special</i>			приятели. <i>friends.</i>		
			лош <i>bad</i>			дарове. <i>gifts.</i>		
			духовен <i>spiritual</i>			благословии. <i>blessings.</i>		

Q: Пророци, духовни водачи ли са?

Are prophets spiritual leaders?

A: Да, пророци са духовни водачи.

Yes, prophets are spiritual leaders.

A: Не, пророци не са духовни водачи.

No, prophets are not spiritual leaders.

Q: Семейства, вечни ли са?

Are families eternal?

Да, семейства са вечни.

Yes, families are eternal.

Не, семейства не са вечни.

No, families are not eternal.

Scenario

As you are walking along the sea gardens in the beautiful city of Бургас, a priest by the name of Отец Захария, dressed in robes, approaches you and asks what you are doing. He begins to immediately question you and your religious beliefs about God and Jesus Christ. Testify to him about their divinity and invite him to learn more.

1. Practice: In pairs, have one missionary play the role of the priest and the other play the role of a missionary. The priest is to ask questions about the missionaries' religious beliefs, and the missionary is to answer them by bearing his/her testimony.

2. Re-practice: Roles are reversed and the missionary asks questions to the Priest.

Notes:

*Depending on the adjective, there is sometimes something called the dropout rule when changing its genderization. If there is an adjective which ends in an unaccented “ен”, “ър” or “ък” then the vowel (е or ъ) drops out when adding the genderization.

ex. зелѐн —————> Книгата е зелѐна. **No dropout**
 чѐрен —————> Книгата е чѐрна. **Dropout**

**When genderizing the adjective you must ask yourself what it is connected to. If there is a noun following the adjective then it must be genderized to the following noun. If there is no following noun then it must be genderized to the subject of the sentence

Additional Scenario(s)

The minister from the local Seventh Day Adventist church is holding an “all Christian day” and has invited you to share a few words from the pulpit. As a new missionary you are a little hesitant, but you briefly share your testimony of Jesus Christ and His Gospel with the congregation there.

Comparative and Superlative

Да, Yes,	Трябва <i>*Need to / must / should</i>	да	се покаяваме <i>(we) repent</i>	за да <i>in order to</i>	станем <i>become</i>	по- <i>more</i>	чист <i>clean</i>	човек. <i>person.</i>
Не, No,	Искам <i>to want</i>	ли	да покаявам се <i>to repent</i>	така че да <i>so that</i>	стана <i>to become</i>	по- <i>more</i>	щастлив <i>happy</i>	човек. <i>person.</i>
Какво...? What...?	Стремя се <i>to strive</i>	?	моля се <i>to pray</i>		бъда <i>to be</i>	най-** <i>most</i>	добър <i>good</i>	учител. <i>teacher.</i>
Когато... When...	Опитвам се <i>to try</i>		кръстя се <i>to be baptized</i>		чувствам се <i>to feel</i>		верен <i>faithful</i>	мисионер. <i>missionary.</i>
	Желая <i>to desire</i>		подобрявам се <i>to improve</i>		имам <i>to have</i>		любящ <i>loving</i>	дете. <i>child.</i>
			ходя на църква <i>to go to church</i>		придобия <i>to acquire / gain</i>		усърден <i>diligent</i>	приятел. <i>friend.</i>
			чета писанията <i>to read the scriptures</i>		кръстя се <i>to be baptized</i>		смирен <i>humble</i>	семейство. <i>family.</i>
			обичаме се <i>to love each other</i>				силен <i>strong</i>	студент. <i>student.</i>
			трудя се <i>to work hard</i>				повече <i>more</i>	баща / майка. <i>father / mother.</i>
			прощавам <i>to forgive</i>					благословии. <i>blessings.</i>

Q: Искате ли да бъдете по-щастливо семейство?

Do you want to be a happier family?

A: Да, искаме да бъдем по-щастливо семейство.

Yes, we want to be a happier family.

A: Не, не искаме да бъдем по-щастливо семейство.

No, we do not want to be a happier family.

Q: Трябва ли да се покаяваме за да се кръстим?

Must we repent in order to be baptized?

A: Да, трябва да се покаяваме за да се кръстим.

Yes, we must repent in order to be baptized.

Scenario

You are having a first lesson with a family. They seem excited to learn but are not sure what the gospel and its principles can do for their family. Teach them how the different actions in the gospel can help them as individuals and as a family to improve, become better, and prepare for baptism.

1. Practice: In pairs, have one missionary play the role a parent and the other teach. Use these grammar principles to help you explain how the gospel will bless them and their family.

2. Re-practice: Switch roles and practice again.

Notes:

*When saying “Не трябва,” you must be aware that it does not mean “to not need to.” It means “you must not”.

**Like in English, most often when using the superlative “най- (most)” you must add the definite article to the adjective. Ex

This is the biggest. Това е най-голямото.

Additional Scenario(s)

You have been asked by the mission president to write an article for the Liahona concerning the Kingdoms of Glory and discuss their differences. Write the article explaining the differences of the Kingdoms and what must be done in order to achieve them.

Possessive Pronouns

Да,
Yes,
Не,
No,

Исус Христос <i>Jesus Christ</i>		е <i>is</i>	нашия <i>our</i>		Спасител. <i>Savior.</i>	Спасителя <i>Savior</i>		ни. <i>our.</i>		
Исус Христос <i>Jesus Christ</i>	не <i>not</i>	е <i>is</i>	мой <i>my</i>	-(и)я <i>masculine</i>	Изкупител <i>Redeemer</i>	-а / я <i>masculine</i>	ми. <i>my.</i>	ли <i>?</i>	е <i>is?</i>	Questions
Бог <i>God</i>		са <i>are</i>	твой <i>your (sing.)</i>	-ята / -ата <i>feminine</i>	Утешител <i>comforter</i>	-та <i>feminine</i>	ти. <i>your (sing.).</i>		са <i>are?</i>	
Сатана <i>Satan</i>			негов <i>his / its</i>	-ето / -ото <i>neuter</i>	приятел <i>friend</i>	-то <i>neuter</i>	му. <i>his. / its.</i>			
Свети(ят) Дух <i>(The) Holy Ghost</i>			нейн <i>her</i>	-ите <i>plural</i>	създател <i>creator</i>	-те <i>plural</i>	й. <i>her.</i>			
Пророци(те) <i>(The) Prophets</i>			наш <i>our</i>		Небесен Отец <i>Heavenly Father</i>		ни. <i>our.</i>			
Това <i>That/This</i>			ваш <i>your (pl.)</i>		семе́йство <i>family</i>		ви. <i>your (pl.).</i>			
			техен* <i>their</i>		църква <i>church</i>		им. <i>their.</i>			
			свой <i>one's own</i>		враг <i>enemy</i>		си. <i>one's own.</i>			
				Long Form	водач <i>leader</i>	Short Form				

Q: Пророците, нашите водачи ли са?

Are the prophets our leaders?

A: Да, пророците са нашите водачи.

Yes, the prophets are our leaders.

Q: Това, Неговата църква ли е?

Is this His church?

A: Да, това е Неговата църква.

Yes, this is His church.

Q: Сатана приятеля ни ли е?

Is Satan our friend?

A: Не, Сатана не е приятеля ни.

No, Satan is not our friend.

Q: Това, семейството му ли е?

Is this his family?

A: Да, това е семейството му.

Yes, this is his family.

Scenario

While walking by the American University in Благоевград, you meet a young man named Мариян. He is an Orthodox Christian who simply says to you, “Бог е Един,” which means “God is one.” Explain to Мариян the concept of the Godhead, and the attributes which our Father in Heaven, Jesus Christ, and the Holy Ghost possess.

1. Practice: With your companion, compare and contrast the concepts of the trinity and the Godhead, and how you might be able to explain each in Bulgarian. With a missionary other than your companion, role-play the practice scenario as described above. One missionary acts as Мариян while the other acts as the missionary. The missionary is to explain to Мариян the concept of the Godhead, and how it differs from that of the trinity.

2. Re-practice:

Additional Scenario(s)

In Sunday School a member asks a question concerning the Godhead, expressing confusion between the concept of the Godhead and the concept of the trinity. Explain the Godhead to the member, and testify of the attributes which the Godhead possess..

Past Finished Tense

Да,
Yes,
Не,
No,
Значи...
So....

Аз I		исках wanted				да намеря истината. to find the truth.		
3rd								
Аз I	не (did) not	иска + х I wanted	иска + хме we wanted	попита + х I asked	попита + хме we asked	ли ? in	в	да знам коя църква е истина. to know which church is true.
Ти You	също also	иска you wanted	иска + хте you (pl.) wanted	попита you asked	попита + хте you (pl.) asked	от from		да се моля на Бог. to pray to God.
Той / Тя / То He / She / It		иска he wanted	иска + ха they wanted	попита he asked	попита + ха they asked	за about		писания(та). (the) scriptures.
2nd								
Ние We		реши + х I decided	реши + хме we decided	получи + х I received	получи + хме we received			Бог в молитва. God in prayer.
Вие You (pl.)		реши you decided	реши + хте you (pl.) decided	получи you received	получи + хте you (pl.) received			Бог и Исус Христос. God and Jesus Christ.
Те They		реши he decided	реши + ха they decided	получи he received	получи + ха they received			отговор чрез Свет(ия) Дух. answer through (the) Holy Ghost.
Бог God								евангелие(то) на Исус Христос. the gospel of Jesus Christ.
1st								
		чето + х I read	чето + хме we read	дадо + х I gave	дадо + хме we gave			свещеничество(то). (the) priesthood.
		чете you read	чето + хте you (pl.) read	даде you gave	дадо + хте you (pl.) gave			откровение. revelation.
		чете he read	чето + ха they read	даде he gave	дадо + ха they gave			да служи на мисия. to serve a mission.

Q:Ти, реши ли да се моли на Бог?

Did you decide to pray to God?

A: Да, аз реших да се моля на Бог.

Yes, I decided to pray to God.

A: Не, аз не реших да се моля на Бог.

No, I decided not to pray to God.

Q: Те, получиха ли свещеничеството?

Did they receive the priesthood?

A: Не, не получиха свещеничеството.

No, they did not receive the priesthood.

A: Да, те получиха свещеничеството.

Yes, they received the priesthood.

Scenario

You are teaching the First Lesson to Емил and you have come to the part about Joseph Smith. Teach him what you, or someone you know did, to know that the Restoration is true.

1. Practice: Look for how you can use the past tense to tell both your own story and others' as you teach your companion. Add additional vocab if necessary.

2. Re-practice:

Additional Scenario(s)

Your mission president has asked you to share an experience which you have had as a missionary for zone conference. Briefly share an experience which you have had which has built your testimony.

L-Form (Past Participle)

Да, Yes, Не, No, Какво...? What...? Тогава... Then... След това... After that...	Исус Христос <i>Jesus Christ</i>	не <i>not</i>	извършил <i>performed / completed</i>	Единение(то). <i>(the) Atonement.</i>	*
	Исус Христос <i>Jesus Christ</i>		бил <i>was / were</i>	----- <i>mas.</i>	ли на болни(те). <i>? to (the) sick.</i>
	Хора(та) <i>(The) people</i>		научил <i>taught</i>	+а <i>fem.</i>	във евангелие(то). <i>in (the) gospel.</i>
	Апостоли(те) <i>(The) Apostles</i>		помагал <i>helped</i>	+о <i>neut.</i>	чудеса. <i>miracles.</i>
	Църква(та) <i>(The) Church</i>		лекувал <i>healed</i>	+и <i>pl.</i>	изгубен. <i>lost (adj.)</i>
	Невярващи(те) <i>(The) Unbelievers</i>		водил <i>lead</i>		убит. <i>killed (adj.)</i>
	Джозеф Смит <i>Joseph Smith</i>		вярвал <i>believed</i>		изопачен. <i>distorted / changed.</i>
	Евангелие(то) <i>(The) Gospel</i>		отрекъл** <i>denied</i>		Книга(та) на Мормон <i>(the) Book of Mormon.</i>
	Свещеничество(то) <i>(The) Priesthood</i>		написал <i>wrote</i>		свети(те) писания. <i>(the) holy scriptures.</i>
	Бог <i>God</i>		възстановил <i>restored</i>		църква(та). <i>(the) church.</i>
			превел <i>translated</i>		хора(та). <i>(the) people.</i>

Q: Исус Христос извършил ли чудеса?

Did Jesus Christ perform miracles?

A: Да, Исус Христос извършил чудеса.

Yes, Jesus Christ performed miracles.

Q: Хората отrekli ли евангелието?

Did the people reject the gospel?

A: Да, хората отrekli евангелието.

Yes, the people rejected the gospel.

Q: Свещениството било ли изгубено?

Was the priesthood lost?

A: Да, свещениството било изгубено.

Yes, the priesthood was lost.

Q: Джозеф Смит написал ли Книгата на Мормон?

Did Joseph Smith write the Book of Mormon?

A: Не, Джозеф Смит превел Книгата на Мормон.

No, Joseph Smith translated the Book of Mormon.

Scenario

As you are teaching Добринка, a recent convert in your branch in the city of Трапа Заропа, she asks you why there was a need for the restoration of the gospel. She begins asking questions because it seems unclear to her exactly what happened and she begins to be a little worried. Calm her fears by teaching her about the life of Christ, the apostasy and restoration of the gospel, and explain why the priesthood authority needed to be restored.

1. Practice: As a class, discuss reasons for the apostasy. Discuss exactly what happened and how this information can be given to Добринка so that it makes the most sense to her.

2. Re-practice: One missionary takes the role of Добринка, the other the role of a missionary. Добринка asks the missionary questions about the apostasy, and why the priesthood authority needed to be restored. The missionary responds and testifies of the need for a restoration.

Notes:

*The base form for L form remains the same regardless of who does the action, however, the corresponding gender ending must be placed on it according to the gender of the person or word performing the action.

**Anytime the base L form ends with “ъл” dropout rule applies when adding the genderized endings.

Additional Scenario(s)

For Великден you have been asked to give a talk about the life of Jesus Christ in sacrament meeting. Prepare a talk which will describe different events from his life, and share what they personally mean to you and why they are important.

Present Perfect Tense

Да, Yes, Не, No, Какво...? What...?	Аз <i>I</i>		съм <i>"have"</i>		научил <i>learned</i>		че <i>that</i>		евангелие(то) е истина. <i>(the) gospel is true</i>			
					Научил <i>Learned</i>		ли си <i>? "have" you</i>		че <i>that</i>		евангелие(то) е истина? <i>(the) gospel is true?</i>	
	Аз <i>I</i>	не <i>not</i>	съм <i>I "have"</i>	чел <i>read</i>	----- <i>mas.</i>	ли <i>?</i>	съм <i>I "have"</i>	на <i>to</i>	Книга(та) на Мормон. <i>(the) Book of Mormon.</i>			
	Ти <i>You</i>		си <i>you "have"</i>	научил <i>learned / taught</i>	+а <i>fem.</i>		си <i>you "have"</i>	във <i>in</i>	да знаете повече. <i>to know more.</i>			
	Той / Тя / То <i>He / She / It</i>		е <i>he "has"</i>	искал <i>wanted</i>	+о <i>neut.</i>		е <i>he "has"</i>	че <i>that</i>	моя живот. <i>my life.</i>			
	Ние <i>We</i>		сме <i>we "have"</i>	чувал <i>heard</i>	+и <i>pl.</i>		сме <i>we "have"</i>	за <i>for / about</i>	отговори. <i>answers.</i>			
	Вие <i>You (pl.)</i>		сте <i>you (pl.) "have"</i>	+ виждал <i>seen</i>			сте <i>you (pl.) "have"</i>		моето семейство. <i>my family.</i>			
	Те <i>They</i>		са <i>they "have"</i>	търсил <i>searched for</i>			са <i>they "have"</i>		Църква(та) на Исус Христос. <i>(The) Church of Jesus Christ.</i>			
	Книга(та) на Мормон <i>(The) Book of Mormon</i>			помагал <i>helped</i>					Бог. <i>God.</i>			
	Пророк(а) <i>(The) prophet</i>			се молил <i>prayed</i>					Исус Христос. <i>Jesus Christ.</i>			
Молитва <i>Prayer</i>			чувствал <i>felt</i>					любов(та) на Бог. <i>the love of God.</i>				

Q: Чували ли сте за Книгата на Мормон?

Have you heard about the Book of Mormon?

A: Не, не съм чувал за Книгата на Мормон.

No, I have not heard about the Book of Mormon.

Q: Чели ли сте Книгата на Мормон?

Have you read the Book of Mormon?

A: Да, аз съм чел Книгата на Мормон.

Yes, I have read the Book of Mormon.

Q: Книгата на Мормон помагала ли е на твоя живот?

Has the Book of Mormon helped your life?

A: Да, Книгата на Мормон е помагала на моя живот.

Yes, the Book of Mormon has helped my life.

Q: Чрез Книгата на Мормон чувствал ли си любовта на Бог?

Have you felt the love of God through the Book of Mormon?

A: Чрез Книгата на Мормон съм чувствал любовта на Бог.

Yes, through the Book of Mormon I have felt the love of God.

Scenario

You have met a man named Митко while contacting. He just walked right up to you and asked what you are doing. Use this verb form to help understand more about where he stands and what he believes and also to explain what the gospel has done for you in your life and how you came to know it was true.

1. Practice: With another missionary, role-play the scenario as described above. One missionary acts as Митко and answers the questions which are posed by the missionary, and the other acts as the missionary and inquires about his past experiences in religion and what he understands. The missionary is to also explain how he/she gained a testimony of the gospel.

2. Re-practice: Reverse roles and practice again.

Additional Scenario(s)

An older woman whom you meet on the street simply asks you, “What have you done to know this is true?” Briefly share your testimony with her and experiences which you have had which have led you to the knowledge which you now have. Answer any and all concerns which she may have and invite her to church.

Before, After, and Without - Verbs

Ние we	преди before	да -----	дойдем на земя(та) come to (the) earth	живяхме с Бог. we lived with God.
Ние we	преди before	да -----	имаме свобода(та) на избор не have (the) freedom of choice not	избрахме плана на Бог. we chose God's plan.
Адам и Ева Adam and Eve	без without	да -----	взели от забранения плод take of the forbidden fruit	можахме да напреднем. we were able to progress.
Исус Христос Jesus Christ	след after	като -----	живеем праведен живот we live a righteous life	били невинни. were innocent.
			се молим we pray	знаели доброто от злото. knew good from evil.
			умрем we die	можахме да имаме щастие. we were able to have happiness.
			извършил Единение(то) completed (the) Atonement	можем да узнаем истина(та). we are able to know the truth.
				ще отидем до духовн(ия) свят. we will go to (the) spirit world.
				можем да се върнем при Бог. we are able to return to God.
				можем да имаме вечни семейства. we are able to have eternal families.

Адам и Ева преди да взели от забранения плод били невинни.

Adam and Eve were innocent before they partook of the forbidden fruit.

Адам и Ева, без да взели от забранения плод не можахме да напреднем.

Without Adam and Eve partaking of the forbidden fruit we could not progress.

След като умрем ще отидем до духовния свят.

After we die we will go to the spirit world.

Исус Христос без да извършил Единението, не можем да се върнем при Бог.

Without Jesus Christ completing the Atonement we cannot return to God.

Scenario

You are teaching Бистра about the plan of Salvation. She is so excited to learn about the purpose of life and why it is the way it is. Explain to her different aspects of the plan by telling her what happened before this life, what needs to happen in this life, and what will happen in the life to come.

1. Practice: Discuss how you can use this board display to help teach Бистра. Select some more vocabulary and try to construct some sentences on your own. After preparing one missionary teach while the other takes the role of Бистра.

2. Re-practice: Reverse roles and practice again.

Additional Scenario(s)

An older woman whom you meet on the street simply asks you, “What have you done to know this is true?” Briefly share your testimony with her and experiences which you have had which have led you to the knowledge which you now have. Answer any and all concerns which she may have and invite her to church.

Conditional Mood

Да, Yes, Не, No, Ако... If... Какво...? What...?	(Аз) I	бих (I) would	се кръстил be baptized	ако if	знаех че е истината. I knew that it is true.
Аз I	не not	бих (I) would	ли ?	ако if	знаех че е истина(та). I knew it is (the) truth.
Ти You		би (you) would	се кръстил be baptized	тогава then	ще ми помогне. it will help me.
Той / Тя / То He / She / It		би (he/she/it) would	дошъл на църква(та) come to (the) church		имах време. I had time.
Ние We		бихме (we) would	чел Книга(та) на Мормон read (the) Book of Mormon		ще знаете че е истинна. you will know that it is true.
Вие You (pl.)		бихте (you pl.) would	се молил pray		ще ме доведе по-близо на Бог. it will lead me closer to God.
Те They		биха (they) would	се променил change		ще ви учим. we will teach you.
			се покаял repent		попита Бог. you asked God.
			правил do		се моли. you prayed.
			разбрал understand		четете Книга(та) на Мормон. you read (the) Book of Mormon.

Q: Бихте ли искали да знаете повече ако ще ви помогне?

Would you want to learn more about it if it will help you?

A: Да, бих искал да знам повече ако ще ми помогне.

Yes, I would want / like to learn more about it if it will help me.

A: Не, не бих искал да знам повече дори ако ще ми помогне.

No, I would not want / like to know more even if it will help me.

Scenario

While riding the subway in София on the way home, you meet a pair of young men who are extremely intrigued by the way you are dressed. One of them approaches you and asks you what you are doing in Bulgaria, and you kindly respond by explaining to him the missionary purpose. He is extremely interested because he has studied to be a priest himself, and wants to learn more about the gospel. Invite the young man to learn more and bear your testimony to him.

1. Practice: With another missionary, role-play the scenario as described above. One missionary acts as the young man and answers the questions which are posed by the missionary, and the other acts as the missionary and who inquires if the young man would like to learn more about certain gospel subjects.

2. Re-practice: Reverse roles and practice again.

Additional Scenario(s)

At the train station a man approaches you and tells you that he wants to know more about you. He says that he is very interested in reading material, and wants to know the truth. Introduce him to the Book of Mormon and ask him if he would like to learn more about the gospel.

Direct Objects

Да,
Yes,
Не,
No,
Защото...
Because...
Защо...?
Why...?
Какво...?
What...?

Бог <i>God</i>	го <i>him</i>	изпрати <i>sent</i>	(своя син) <i>(his own son)</i>	за нас.
Пророци <i>Prophets</i>	не ме <i>not me</i>	учи <i>teaches</i>	своя син <i>his own son</i>	със мене <i>with me</i>
Заповеди(те) <i>(The) commandments</i>	те <i>you (sing.)</i>	поканва <i>invites</i>	евангелие(то) <i>(the) atonement</i>	от тебе <i>from you (sing.)</i>
Църква(та) <i>(The) Church</i>	го / я <i>him (it) / her</i>	обича <i>loves</i>	писания(та) <i>(the) scriptures</i>	за него / нея <i>for him (it) / her</i>
Евангелие(то) <i>(The) Gospel</i>	ни <i>us</i>	пази <i>protects</i>	всички <i>everyone</i>	нас <i>us</i>
Исус Христос <i>Jesus Christ</i>	ви <i>you (pl.)</i>	вижда <i>sees</i>	свидетелство <i>testimony</i>	вас <i>you (pl.)</i>
Мисионери <i>Missionaries</i>	ги <i>them</i>	разбира <i>understands</i>	Книга(та) на Мормон <i>(The) Book of Mormon</i>	тях <i>them</i>
	Short Form	писа <i>wrote</i>	Questions	Long Form
		споделя <i>shares</i>		
		укрепва <i>strengthens</i>		

Q: Бог обича ли църквата?

Does God love the church?

A: Да, Бог я обича.

Yes, God loves it.

A: Не, Бог не я обича.

No, God does not love it.

Q: Пророци споделят ли евангелие(то) със тях?

Do prophets share the gospel with them?

A: Да, пророци го споделят със тях.

Yes, prophets share it with them.

A: Не, пророци не го споделят със тях.

No, prophets do not share it with them.

Scenario

While in a lesson with Станислав, you notice that he seems kind of distant and unresponsive. You begin to ask questions to discover what his concerns are. He said he doesn't understand how God and the church and everything affect him and the world around him. He wants to know what they do and why.

1. Practice: Discuss how you can apply this grammar principle to help teach Станислав and resolve his concerns. One missionary take the role of investigator and the other as the teaching missionary. Use nouns and their corresponding direct objects as you teach.

2. Re-practice: Reverse roles and practice again.

Notes:

Additional Scenario(s)

Indirect Objects

Да,
Yes,
Не,
No,
Защото...
Because...
Защо...?
Why...?

Бог God	ни to us	говори. he speaks	говори he speaks	на нас. to us.
Пророк(ът) (The) Prophet	не not	ми to me	помагам to help	на мене to me
Господ(ът) (The) Lord		ти to you (sing.)	отговарям to answer	на тебе to you (sing.)
Църква(та) (The) Church		му / ѝ to him (it) / her	казвам to say / tell	на него / на нея to him (it) / her
Евангелие(то) (The) Gospel		ни to us	давам to give	на нас to us
Исус Христос Jesus Christ		ви to you (pl.)	преподавам to teach	на вас to you (pl.)
Аз I		им to them	показвам to show	на тях to them
Ние We		Short Form		Long Form
Ти You				

Q: Църквата ни казва ли да служим на другите?

Does the church tell us to serve others?

A: Да, църквата ни казва да служим на другите.

Yes, the church tells us to serve others.

A: Не, църквата не ни казва да служим на другите.

No, the church does not tell us to serve others.

Q: Исус Христос, му дава ли напътствие?

Does Jesus Christ give him guidance?

A: Да, Исус Христос му дава напътствие.

Yes, Jesus Christ gives him guidance.

A: Не, Исус Христос не му дава напътствие.

No, Jesus Christ does not give him guidance.

Scenario

While in a lesson with Станислав, you notice that your he seems kind of distant and unresponsive. You begin to ask questions to discover what his concerns are. He said he doesn't understand how God and the church and everything affect him and the world around him. He wants to know what they do and why.

1. Practice: Discuss how you can apply this grammar principle to help teach Станислав and resolve his concerns. One missionary take the role of investigator and the other as the teaching missionary. Use nouns and their corresponding direct objects as you teach.

2. Re-practice: Reverse roles and practice again.

Notes:

Additional Scenario(s)

Relative Pronouns

Да, Yes,	Вярата в Исус Христос е едно нещо <i>Faith in Jesus Christ is one thing</i>		което <i>which</i>	ни укрепва всеки ден. <i>strengthens us every day.</i>
Не, No,	Вярата в Исус Христос е едно нещо <i>Faith in Jesus Christ is one thing</i>	чрез <i>through</i>	който <i>which (masc.)</i>	ни води до Бог. <i>leads us to God.</i>
Защото... Because...	Ние сме благодарни за благословии(те) <i>We are grateful for (the) blessings</i>	със <i>with</i>	която <i>which (fem.)</i>	благославя нашия живот. <i>blesses our lives.</i>
Защо е...? Why is...?	Евангелието на Исус Христос е за всички <i>(The) gospel of Jesus Christ is for everyone</i>	от <i>from</i>	което <i>which (neu.)</i>	имаме. <i>we have.</i>
	Книгата на Мормон е доказателство <i>(The) Book of Mormon is evidence</i>	във <i>in</i>	които <i>which (pl.)</i>	Бог ни е дал. <i>God has given us.</i>
	Покаянието е стъпка <i>Repentance is a step</i>	за онези <i>for those</i>		искат да се променят. <i>want to change.</i>
	Молитва е един принцип <i>Prayer is a principle</i>			показва, че Бог ни обича. <i>shows that God loves us.</i>
	Заповедите са насоки <i>Commandments are directions</i>			ни дава утешение. <i>gives us comfort.</i>
	Пророци са духовни водачи <i>Prophets are spiritual leaders</i>			потвърждава истините на Възстановяването. <i>confirms the truths of the Restoration.</i>
	Светия Дух е частта на Божеството <i>The Holy Ghost is the part of the Godhead</i>			Бог ни говори. <i>God speaks to us.</i>

Q: Защо е Книгата на Мормон доказателство което потвърждава истините на Възстановяването?

Why is the Book of Mormon evidence which confirms the truths of the Restoration?

A: Защото Книгата на Мормон е доказателство които показва че Бог ни говори.

Because, the Book of Mormon is evidence which shows that God speaks to us.

Q: Как са заповедите насоки които ни укрепват всеки ден?

How are the commandments directions which strengthen us every day?

A: Защото заповедите са насоки които ни водят до Бог.

Because, the commandments are directions which lead us to God.

Scenario

You have been in the country for a while now and even have a missionary who you are training. You are in a lesson with Божидаp, who you care for very much. You have had many lessons with him and seen him grow so much, but he is still hesitating to act. Use relative pronouns to explain and bear testimony. Focus on his needs. Center everything back to the Restoration, commitments, and the steps of the Gospel.

1. Practice: Discuss how you can apply this grammar principle to help teach Божидаp. One missionary begin as the missionary and the other as the investigator. As the investigator, choose some particular needs and try to help the missionary discover them with the types of questions you ask. As the missionary, try asking questions to discover what Божидаp needs to hear most and explain and bear testimony to those things.

2. Re-practice: Reverse roles and practice again.

Notes:

Additional Scenario(s)

Imperative Form

Да,
Yes,
Не,
No,

Обяснете

Explain (pl.)

ми

to me

своя въпрос.

your question.

Informal and Singular:

Обяснявам/обясня



обясни / не обяснявай

To explain

explain / don't explain

Давам/дам



дай / не давай

To give

give / don't give

Описвам/опиша



опиши / не описвай

To describe

describe / don't describe

Казвам/кажа



кажи / не казвай

To tell

tell / don't tell

ми <i>to me</i>	ни <i>to us</i>
-----	-----
му, ѝ <i>to him, to her</i> му, Петър <i>to Peter</i>	им <i>to them</i>

своя въпрос.

your question.

своето семейство.

your family.

своето преживяване.

your experience.

защо си тук.

why you are here.

Formal and Plural:

Обяснявам/обясня



обяснете / не обяснявайте

To explain

explain / don't explain

Давам/дам



дайте / не давайте

To give

give / don't give

Описвам/опиша



опишете / не описвайте

To describe

describe / don't describe

Казвам/кажа



кажете / не казвайте

To tell

tell / don't tell

каква е цел(та) на живот.

what is (the) purpose of life.

какво вярвате.

what believe.

как можем да ви помогнем.

how we can we help you.

какво е станало.

what has happened.

своите грижи.

your concerns.

Кажете ни какво вярвате.

Tell to us what you believe.

Не описвайте какво е станало.

Don't describe what has happened.

... моля.

... please.

Обясни защо си тук.

Explain why you are here.

Future in the Past

Да,
Yes,
Не,
No,
Кога...?
When... ?

Щях <i>I was going</i>		да <i>to</i>	дойда <i>to come</i>	но <i>but</i>	бях много зает. <i>I was very busy.</i>
Щях <i>I was going</i>	Щяхме <i>We were going</i>	ли да <i>? to</i>	дойда <i>to come</i>	но <i>but</i>	бях много зает. <i>I was very busy.</i>
Щеше <i>You were going</i>	Щяхте <i>You pl. were going</i>		чета <i>to read</i>	защото <i>because</i>	имах работа по цял ден. <i>I had work all day.</i>
Щеше <i>he/she/it was going</i>	Щяха <i>They were going</i>		се моля <i>to pray</i>		не спях снощи. <i>not slept last night.</i>
			постя <i>to fast</i>		не бях готов. <i>not I was ready.</i>
			се кръстя <i>to be baptized</i>		мислих че не е възможно. <i>I thought that not is possible.</i>
			се променя <i>to change</i>		имаше друга работа. <i>there was other work.</i>
					трябваше да ям. <i>needed to eat.</i>
Нямаше (doesn't conjugate) <i>Wasn't going</i>					

Q: Щяхте ли да се кръстите?

You pl. were going to get baptized?

A: Да, щяхме да се кръстим, но не бяхме готови.

Yes, we were going to get baptized, but not we were ready.

A: Не, нямаше да се кръстим защото не бяхме готови.

No, wasn't going to get baptized because not were ready.

Expressing Time

Да,
Yes,
Не,
No,

Срещата <i>Meeting (the)</i>	е <i>is</i>	във <i>at</i>	три <i>three</i>	и <i>and</i>	двайсет. <i>twenty.</i>
--	-----------------------	-------------------------	----------------------------	------------------------	-----------------------------------

Срещата
Meeting (the)
е
is
във
at
Можем да се срещнем
We can to we meet
към
toward

Можем да се отбием

We can to we stop by

Ще дойдем

We will come

Ли

? – place after

Можем

Кога...?

When...?

Колко е часа?

What time is it?

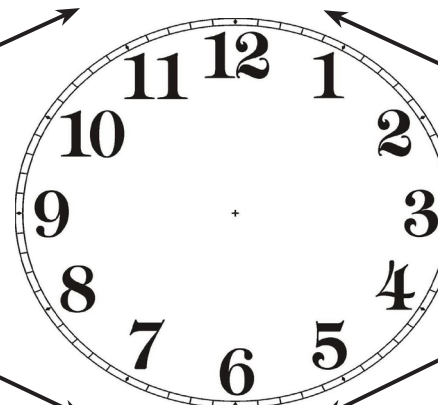
Може ли да...?

May we ...?

.. един часа <i>.. one o'clock</i>	.. два часа <i>.. two o'clock</i>	.. седем часа <i>.. seven o'clock</i>
--	---	---

.. десет без десет
.. ten without nine (9:50)

**Subtract the minutes from next hour if telling time after half past the hour.*



.. два и петнайсет
.. two and fifteen

** Add the minutes if telling time before half past the hour.*

.. шест и полов ина
.. six and a half

Q: Кога можем да се срещнем?

When can to we meet?

A: Можем да се срещнем към шест и половина.

We can to meet toward six and a half.

Q: Срещата, във седем часа ли е?

Meeting (the), at seven o'clock is it?

A: Да, срещата е във седем часа

Yes, meeting (the) is at seven o'clock.

In Bulgaria, military time is used. Therefore 18:30 ч. is the equivalent of 6:30 p.m.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

